

New England Common Assessment Program



Guide to Using the 2005 NECAP Reports:

Companion PowerPoint Presentation

March/April 2006

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Welcome and Introductions



Vermont

- **Michael Hock** – Director of Educational Assessment, Vermont Department of Education
- **Tim Crockett** – Assistant Vice President, Measured Progress

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Purpose of the Workshop

- To assist schools and districts in using the variety of reports and support material issued by the NECAP states in conjunction with the release of results
- To provide school and district personnel an opportunity to ask questions regarding the reports and support materials

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Involvement of Local Educators (Appendix A)

- Development of Grade Level Expectations
- Test Item Review Committees
- Bias and Sensitivity Review Committees
- Classroom Teacher Judgment data
- Standard Setting panelists
- Technical Advisory Committee

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Basics of Test Design (Appendix A)

- Fall test – previous year's GLEs
- Reading and Mathematics – grades 3-8
- Writing – grades 5 and 8
- Variety of Item Types
 - Reading: multiple choice and constructed response
 - Mathematics: multiple choice, short answer (one point), short answer (two points), and constructed response
 - Writing: multiple choice, constructed response, and extended response
- Common and Matrix Items

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Two Basic Types of Educational Tests

- *Norm-Referenced:* What is the student's status or rank in a designated group?
- *Criterion or Standards-Referenced:* Has the student learned the skills or achieved the standard?

NECAP is a Standards-Referenced Test

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Questions and Answers

Questions about Purpose of the Workshop
and/or NECAP background?

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Types of Reports

- Student Report
- Item Analysis Report
- School/District Results Report
- School/District Summary Report
- Student-level data file (District)

8



Family Educational Rights and Privacy Act (4)

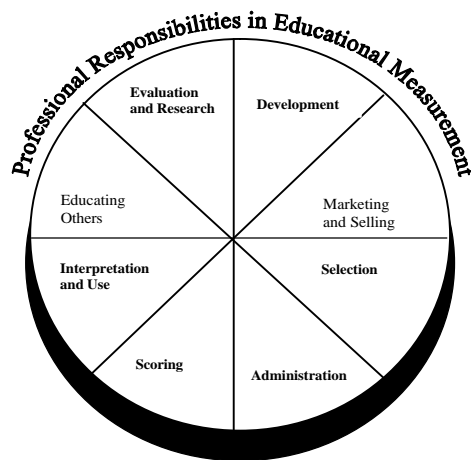
The Family Educational Rights and Privacy Act (FERPA)

- Access to individual student results is restricted to
 - the student,
 - the student's parents/guardians, and
 - authorized school personnel.
- Superintendents and principals are responsible for maintaining the privacy and security of all student records.
- Authorized school personnel shall have access to the records of students to whom they are providing services when such access is required in the performance of their official duties.
- FERPA website: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

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National Council on Measurement in Education (4)



www.ncme.org

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Student Report (5)

- Two copies mailed to the school: color copy for parents/guardians, black and white copy for local use
- Ensure that parents/guardians receive the color copy
- We recommend holding a School Report Night or parent conferences
- Dual sided: text side and data side

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NECAP Student Report - Fall 2005

This report contains results from the Fall 2005 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. The NECAP tests are designed to measure student performance on grade level expectations (GLEs) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the current graded grade. In other words, content and skills which students have learned through the end of the previous grade.

NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind. More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments. Contact the school for more information on this student's overall achievement.

Achievement Levels and Corresponding Score Ranges

Student performance on the NECAP tests is classified into one of four achievement levels describing students' level of proficiency on the content and skills required through the end of the previous grade. Performance at Proficient or Proficient with Distinction indicates that the student has a level of proficiency necessary to begin working successfully on current grade content and skills. Performance below Proficient suggests that additional instruction and student work may be needed on the previous grade content and skills as the student is introduced to new content and skills at the current grade. Refer to the Achievement Level Descriptions contained in this report for a more detailed description of the achievement levels.

There is a wide range of student proficiency within each achievement level. NECAP test results are also reported as scaled scores to provide additional information about the location of student performance within each achievement level. NECAP scores are reported as three-digit scores in which the first digit represents the grade level. The remaining digits range from 0 to 50. Scores of 40 and higher indicate a level of proficiency at or above the Proficient level. Scores below 40 indicate Proficient performance at each grade level. For example, scores of 340 at grade 3, 540 at grade 5, and 740 at grade 7 each indicate Proficient performance at each grade level.

Comparisons to Other Beginning of Grade Students

The tables in the middle section of the report provide the percentage of students performing at each achievement level in the student's school, district, and statewide. Note that one or two students may have a large impact on percentages in small schools and districts. Results are not reported for schools or districts with nine (9) or fewer students.

Performance in Content Area Subcategories

This section of the report provides information about student performance on sets of items measuring particular content and skills within each test. These results can provide a general idea of relative strengths and weaknesses in comparison to other students. However, results in this section are based on small numbers of test items and should be interpreted cautiously.

Student at Proficient Level

This column shows the average performance on these items of students who performed near the beginning of the Proficient achievement level on the overall test. Students whose performance is a category falls within the range shown performed similarly to these students. This comparison can provide some information about the level of performance needed to perform at the Proficient level.

Comments about this student's writing performance

Students in grades 5 and 8 took the NECAP writing test which included a writing prompt that required students to produce a written response (up to three pages long). Student responses were scored independently by two scorers. Each scorer was able to choose up to three comments from a prepared list to provide feedback about each student's performance on the writing prompt. If both scorers selected the same comment, it is listed only once.

Achievement Level Descriptions

Proficient with Distinction (Level 4) - Students performing at this level demonstrate the prerequisite knowledge and skills needed to participate and excel in instructional activities aligned with the GLE at the current grade level. Errors made by these students are few and minor and do not reduce gaps in prerequisite knowledge and skills.

Proficient (Level 3) - Students performing at this level demonstrate minor gaps in the prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. It is likely that any gaps in prerequisite knowledge and skills demonstrated by these students can be addressed during the course of typical classroom instruction.

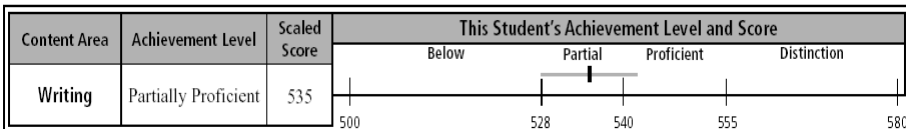
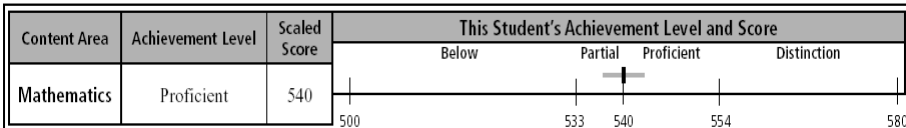
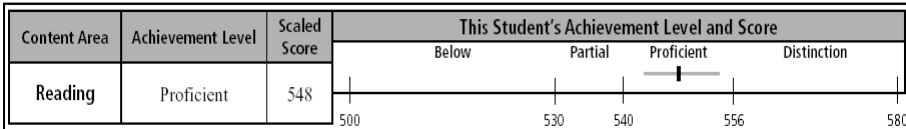
Partially Proficient (Level 2) - Students performing at this level demonstrate gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. Additional instructional support may be necessary for these students to meet grade level expectations.

Substantially Below Proficient (Level 1) - Students performing at this level demonstrate extensive and significant gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. Additional instructional support is necessary for these students to meet grade level expectations.

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Student	Grade 5	School	District	State
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Fall 2005 - Beginning of Grade 5 NECAP Test Results



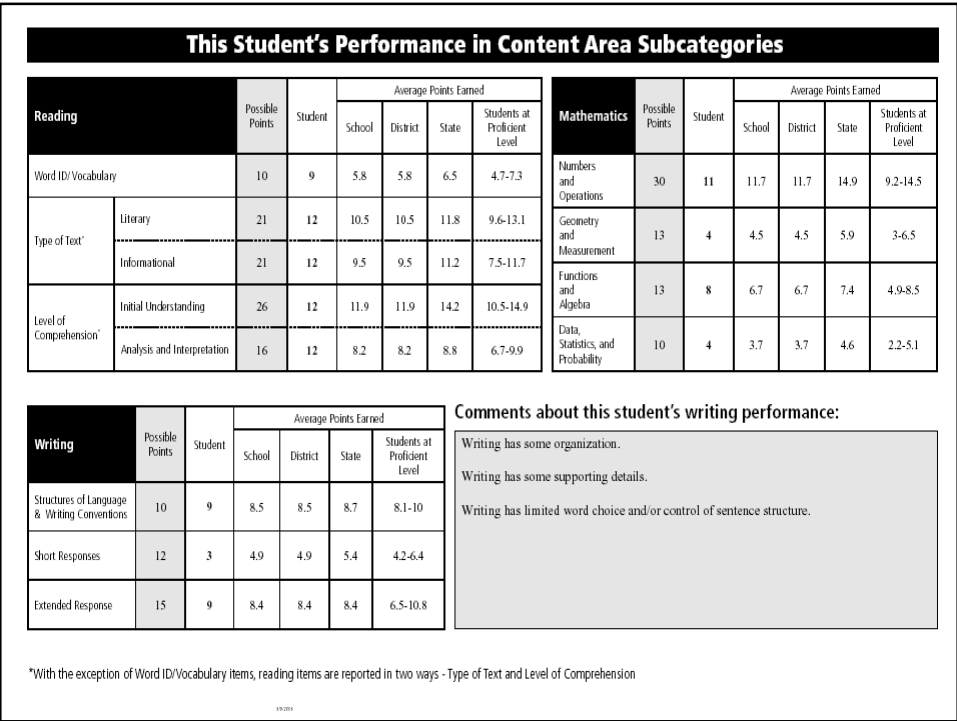
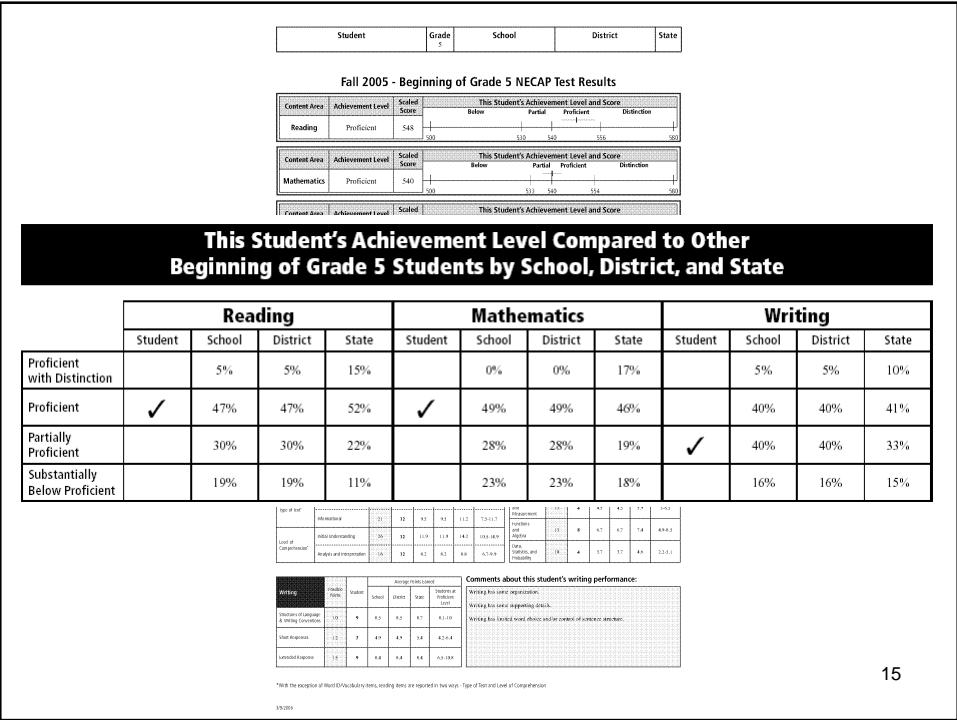
Interpretation of Graphic Display

The line (|) represents the student's score. The bar (—) surrounding the score represents the probable range of scores for the student if he or she were to be tested many times. This statistic is called the standard error of measurement. See the reverse side for the achievement level descriptions.



Scaled Scores

- What are they?
- Why do we use them?
 - Comparison across tests and years
 - Precision





Questions and Answers

Questions about the Student Report?

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Teaching School vs. Testing School

- Rationale
- Inclusion of students in “Teaching Year” reports

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This report highlights results from the fall 2015 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test

[illegible]

**Fall 2005
Beginning of Grade 3
NECAP Tests**

School Results

School:
District:
Code:

Teaching Year

This report highlights results from the fall 2003 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test



They may be regarded to be the same for a comparison of local positions, close to the center of the groups, or explain how they selected a position. On the leading front, the group members are required to make a list or vote a few positions that are of greatest importance related to a theory or conceptual framework. On the writing front, the group members are required to prepare a detailed response of 1-3 pages to responses to questions on the leading front. The assessment includes a comparison of quality of selected and non-selected assessment of the group members. Assessment level: Autonomous level scores are students' level of autonomy in the program participation, creative comparison of the group members' hypotheses with each other.

Assessment level: The degree of local and distant impact of all group members is also required. Regions, time analysis and data from support materials, and the group members' responses.

Together, these reports are a rich source of information on the group members' and the group's performance and the group's impact on the group members.

B
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 School
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 Code:

**Fall 2005
Beginning of Grade
NECAP Test**

Grade 3 Students in 2005

School Results

Count:
Percent:

made 3
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**Fall 2005
Beginning of Grade 3
NECAP Tests**

School Results

School:
District:
Code:

Testing Year

About The New England Common Assessment Program

This report highlights results from the National Beginning of Greek New England Consortium Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's education assessment of progress. NECAP has been used primarily for a improvement and an Achievement level state accountability. No Child Left Behind school and by schools to help



England
Assessment Programme

On the writing test, students are asked to provide the answer to a personal problem or integrate a graph, or they solve a problem. On the test, students are required to write a list of paragraphs. Questions are asked in any or all of the following ways:

the first national
in its organized
-correct
-compensation
children, decried
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stipendiary
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to answer a
and to a liberal-
small paragon,
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of a school-
of government

10

1

5-11 300

5

10

Schools Can View Reports for Testing Year (2005-06)

is used to students in grades 5 and 8. The NCEP tests are designed to measure a student's performance on grade-level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade. In other words, the content and skills which students have learned through the end of the previous grade.

In addition to this report of grade-level results, schools and districts will also receive *Summary Reports*. These *Summary Reports*, a *Reliated Report* and *Child-on-level data* containing *MEAP* results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

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Grade 4 Students in 2005-2006

~~School Results~~

School: South Shore Elementary School

District: South Shore School
Code: 123.4567.890



Teaching school vs. Testing school

About The New England Common Assessment Program

This report highlights results from the fall 2005

Beginning of Grade 4 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of

each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used to the state account on their website posted under the Child and Distance (NECAP). More detailed school and district results are used by schools to help improve curriculum.



students. On the information test, students may be required to provide the correct answer to a comparison or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a free paragraph to answer a question related to a literary or informational passage.

On the writing test, students are required to provide a single extended response of 1-2 pages and three shorter responses to questions concerning different types of writing.

This report contains a variety of school- and/or district- and state-level assessment



Schools Can View Reports for Teaching Year (2004-05)

is used to students in grades 3 and 4. The NECAP tests are designed to measure student performance on grade-level competencies (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade. In other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed response questions. Constructed response questions require students to develop their own answers to

questions on subject and district performance on subjects as well as on content area tested.

In addition to this report of grade-level results, schools and districts will also receive Summary Reports, Item Analysis Reports, a Detailed Item Report, and end-of-level data from the NECAP tests. Together, these reports and data constitute a rich source of information to support local decisions on curriculum, instruction, resources, and professional development. Schools can also use this information to evaluate their ongoing improvement efforts.

2005 Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2004-2005

School Results

School: South Shore Elementary School
District: South Shore School
Code: 123-4567-890

<http://iservices.measuredprogress.org>

NECAP Reporting



Instructions

- Please select your state.



New Hampshire



Rhode Island



Vermont

For assistance, call the Measured Progress Service Center at 1.877.632.7774 between the hours of 8 AM and 4 PM, Monday through Friday.

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Visit us on the web at <http://www.measuredprogress.org/>.

NECAP Reporting

[iServices Home](#)

Instructions

1. Select your district name from the **District** drop-down menu.
2. Select your school name from the **School** drop-down menu. (Districts: To view your district reports and reports for the schools in your district, select "District Office" from the **School** drop-down menu.)
3. Enter your password in the **Password** field.
4. Click **Log In**.

Log In

District:

School:

Password:

For assistance, call the Measured Progress Service Center at 1.877.632.7774 between the hours of 8 AM and 4 PM, Monday through Friday.

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NECAP Reporting

[Log Off](#)

Instructions

1. Select a grade from the drop-down menu.
2. Click **DOWNLOAD** to the right of the file that you want to download. You will be prompted to either save the selected file or open it in a new window.
3. When saving a file, please be sure to save it to a secure location on your network.
4. Repeat the above steps for each grade.
5. Click **Log Off** in the upper right corner of the page to exit the site.

District SU045: MONTPELIER S.U.

School PS173: MAIN STREET SCHOOL

[Access Released Items Documents](#)

[Access Guide to Using the 2005 NECAP Reports](#)

School-Level Reports	
School Summary Report (Teaching Year)	DOWNLOAD
School Summary Report (Testing Year)	DOWNLOAD
State-Level Reports	
State Summary Report (Testing Year)	DOWNLOAD

For assistance, call the Measured Progress Service Center at 1.877.632.7774 between the hours of 8 AM and 4 PM, Monday through Friday.

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LEGEND FOR THE ITEM ANALYSIS REPORT - MATHEMATICS

Released Items Section

Released Item Number: This number corresponds to the item number in the released item documents. This report provides complete data on items that are being released, which are approximately 25% of the items used to calculate scores.

Content Strand: The letters indicate the content strand with which the item is aligned: Numbers & Operations (NO), Geometry & Measurement (GM), Functions & Algebra (FA), or Data, Statistics, & Probability (DP).

GLE Code: The first number indicates the grade level GLE tested. The second number indicates the GLE measured by the item.

Depth of Knowledge Code: This number indicates the Depth of Knowledge to which the item is coded.

Item Type: This indicates whether the question is multiple choice (MC), short answer (SA), or constructed response (CR).

Correct MC Response: This is the correct letter response for multiple-choice questions.

Total Possible Points: The number indicates the maximum points awarded for the item: 1 point for a multiple-choice question; 0-2 points for a short-answer question; and 0-4 points for a constructed-response question (grades 5-8 only).

Student Item Results: Each student's name and state assigned student identification number are listed, followed by a score for each released item on the test included in this report.

- For multiple-choice (MC) questions only, a plus sign (+) indicates a correct response. If the student answered incorrectly, the letter of his or her response is indicated.
- An asterisk (*) indicates that the student selected more than one response.
- For all other item types, a number indicates how many points a student earned for that item.
- For all item types, a blank space indicates that the student left the question blank. A dash (-) means that the score was invalidated and that the student received no credit for parts of the test that were administered under non-standard conditions.

Total Test Results Section

Subcategory Points Earned: These columns show the points the student earned in each content strand. The content strand points earned are based on all common items in the test and not just the released items.

Total Points Earned: This column shows the total number of points the student earned on all common items. If the row is blank in this column, it means that the student was classified as not tested.

Scaled Score: This column shows the scaled score reported as a 3-digit number. The first digit is the grade and the next two digits are a score of 00-80. If the row is blank in this column, it means that the student was classified as Not Tested. (See Achievement Level below).

Achievement Level: For Tested students, this column shows the achievement level into which the student's scores fall: 4 = Proficient with Distinction, 3 = Proficient, 2 = Partially Proficient, and 1 = Substantially Below Proficient. For Not Tested students, there are six reasons why a student did not participate: A = student participated in an alternate assessment in 2004-05; L = student is first year LEP; W = student withdrew from school after Oct. 1, 2005; E = student enrolled in school after Oct. 1, 2005; S = state approved special consideration, and O = other reason.

School/District/State Percent Correct/Average Score:

- Released Items:** Percent correct refers to the percent of tested students who answered a multiple-choice item correctly. Average score refers to the average number of points awarded to all tested students for that short-answer or constructed-response item.
- Subcategory Points Earned:** Average score refers to the average number of points awarded to all tested students for that subcategory.

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Released Item Documents



NEW ENGLAND
COMMON ASSESSMENT PROGRAM

Released Items
2005

Grade 3
Mathematics



NEW ENGLAND
COMMON ASSESSMENT PROGRAM

Released Items
Support Materials
2005

Grade 3
Mathematics

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Questions and Answers

Questions about the Item Analysis Report?

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School/District Results Report (12)

- Available on-line
- Separate report for each grade level tested
- District report contains no individual school data

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About The New England Common Assessment Program

This report highlights results from the Fall 2005 Beginning of Grade 3 NECAP tests. The NECAP tests are administered to students in New England states: Rhode Island, Connecticut, Massachusetts, Vermont, New Hampshire, and Maine. The NECAP tests are used to measure student achievement in reading, mathematics, and science. The NECAP tests are used to provide information to schools, districts, and the state regarding student achievement. The NECAP tests are used to provide information to schools, districts, and the state regarding student achievement. The NECAP tests are used to provide information to schools, districts, and the state regarding student achievement.

The map for your state will appear here

Fall 2005
Beginning of Grade 3
NECAP Tests
Grade 2 Students in 2004-2005
School Results

Teaching Year

About The New England Common Assessment Program

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The map for your state will appear here

Fall 2005
Beginning of Grade 3
NECAP Tests
Grade 2 Students in 2004-2005
School Results

Testing Year



Grade Level Summary Report (18)

- Page 2 of the *NECAP School/District Results Report*
- Summary of participation and results



Fall 2005 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2005-2006 Grade Level Summary Report

School:
District:
State:
Code:

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2004-05 school year, first year LEP students, students who withdrew from the school after October 1, 2005, students who enrolled

in the school after October 1, 2005, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION IN NECAP	Number									Percentage								
	School			District			State			School			District			State		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students enrolled on or after October 1	95			173			11,589			100			100			100		
Students tested	95	95	95	173	173	173	11,404	11,476	11,371	100	100	100	100	100	100	98	99	98
Students not tested in NECAP																		
State Approved	0	0	0	0	0	0	176	96	192	0	0	0	0	0	0	2	1	2
Alternate Assessment	0	0	0	0	0	0	53	53	53	0	0	0	0	0	0	0	0	0
First Year LEP	0	0	0	0	0	0	84	0	84	0	0	0	0	0	0	1	0	1
Withdrew After October 1	0	0	0	0	0	0	20	31	40	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	15	8	10	0	0	0	0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	4	4	5	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	9	17	26	0	0	0	0	0	0	0	0	0

NECAP RESULTS

		School													District							State																
		Enrolled		HT Approved	HT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score											
		N	%	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	%	N	N	%	%	%	%	N	N	%	%	%	%					
READING	95	0	0	0	95	12	13	52	55	24	25	7	7	544	173	10	52	27	12	543	11,404	13	47	25	16	543	173	10	52	27	12	543	11,404	13	47	25	16	543
MATH	95	0	0	0	95	13	14	46	48	24	25	12	13	543	173	10	45	31	14	542	11,476	11	41	22	25	540	173	10	45	31	14	542	11,476	11	41	22	25	540
WRITING	95	0	0	0	95	11	12	38	40	34	36	12	13	540	173	9	45	35	11	540	11,371	12	43	30	15	539	173	9	45	35	11	540	11,371	12	43	30	15	539

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

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Fall 2005 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2005-2006 Grade Level Summary Report

School:
District:
State:
Code:

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2004-05 school year, first year LEP students, students who withdrew from the school after October 1, 2005, students who enrolled

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PARTICIPATION IN NECAP	Number									Percentage								
	School			District			State			School			District			State		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students enrolled on or after October 1	95			173			11,589			100			100			100		
Students tested	95	95	95	173	173	173	11,404	11,476	11,371	100	100	100	100	100	100	98	99	98
Students not tested in NECAP																		
State Approved	0	0	0	0	0	0	176	96	192	0	0	0	0	0	0	2	1	2
Alternate Assessment	0	0	0	0	0	0	53	53	53	0	0	0	0	0	0	0	0	0
First Year LEP	0	0	0	0	0	0	84	0	84	0	0	0	0	0	0	1	0	1
Withdrew After October 1	0	0	0	0	0	0	20	31	40	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	15	8	10	0	0	0	0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	4	4	5	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	9	17	26	0	0	0	0	0	0	0	0	0

NECAP RESULTS

	School														District														State													
	Enrolled		HT Approved	HT Other	Tested		Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested		Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested		Level 4	Level 3	Level 2	Level 1	Mean Scaled Score													
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%								
READING	95	0	0	95	12	13	52	55	24	25	7	7	544	173	10	52	27	12	543	11,404	13	47	25	16	543	173	10	52	27	12	543	11,404	13	47	25	16	543					
MATH	95	0	0	95	13	14	46	48	24	25	12	13	543	173	10	45	31	14	542	11,476	11	41	22	25	540	173	10	45	31	14	542	11,476	11	41	22	25	540					
WRITING	95	0	0	95	11	12	38	40	34	36	12	13	540	173	9	45	35	11	540	11,371	12	43	30	15	539	173	9	45	35	11	540	11,371	12	43	30	15	539					

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

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**Number of Scaled Score Points Denoting Minimally
Statistically Significant Difference for Average Group Results***

Grade	Subject	Number of Students Tested in Group (Class, School etc.)				
		10	25	50	100	200
3	Reading	6	4	3	2	1
	Mathematics	5	3	2	2	1
4	Reading	6	4	3	2	1
	Mathematics	6	4	3	2	1
5	Reading	6	3	2	2	1
	Mathematics	5	3	2	2	1
	Writing	6	4	3	2	1
6	Reading	6	4	3	2	1
	Mathematics	5	3	2	2	1
7	Reading	6	4	3	2	1
	Mathematics	5	3	2	2	1
8	Reading	6	4	3	2	1
	Mathematics	5	3	2	2	1
	Writing	5	3	2	2	1

*Standard error of the mean difference with assumption $n_1=n_2$ and $s_1=s_2$

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**Percentage Difference in Student Achievement Level Classification
Denoting Minimally Statistically Significant Differences for Group Results***

Percentages of Students in Category	Number of Students Tested in Group (Class, School etc.)				
	10	25	50	100	200
10	9	6	4	3	2
20	13	8	6	4	3
30	14	9	6	5	3
40	15	10	7	5	3
50	16	10	7	5	4
60	15	10	7	5	3
70	14	9	6	5	3
80	13	8	6	4	3
90	9	6	4	3	2

*0.05 level of statistical significance

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Questions and Answers

Questions about the Grade Level Summary
Page?

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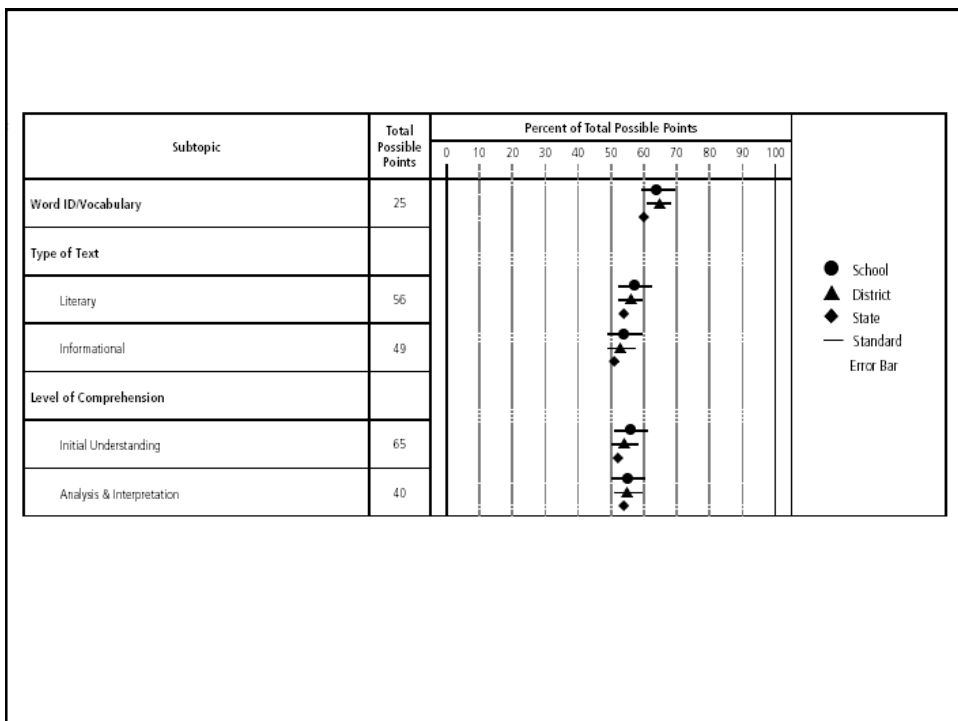


Content Area Results (21)

- Page 3, 5, and 7 of the *NECAP School/District Results Report*
- Provides information about achievement in subtopics of tested content areas

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	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2005-06 2006-07 2007-08 Cumulative Average	95	0	0	95	12	13	52	55	24	25	7	7	544
DISTRICT 2005-06 2006-07 2007-08 Cumulative Average	173	0	0	173	17	10	90	52	46	27	20	12	543
STATE 2005-06 2006-07 2007-08 Cumulative Average	11,589	176	9	11,404	1,494	13	5,309	47	2,831	25	1,770	16	543





Questions and Answers

Questions About the Content Area Results Page?

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Disaggregated Content Area Results (23)

- Pages 4, 6, and 8 of the *NECAP School/District Results Report*
- Provides information about achievement for different groups in a school/district

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Fall 2005 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2005-2006
Disaggregated Writing Results

School:
District:
State:
Code:

REPORTING CATEGORIES	SCHOOL													DISTRICT										STATE									
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score		
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	N	%	N	%	N	N	N	%	N	%	N	N	N	N	%	N	%		
All Students	95	0	0	95	11	12	38	40	34	36	12	13	540	173	9	45	35	11	540	11,371	12	43	30	15	539								
Gender																																	
Male	49	0	0	49	2	4	19	39	19	39	9	18	537	88	3	43	39	15	537	5,791	7	38	35	20	537								
Female	46	0	0	46	9	20	19	41	15	33	3	7	543	83	16	45	33	7	542	5,481	17	48	25	10	543								
Not Reported	0	0	0	0									2	2						99	5	27	26	41	527								
Primary Race/Ethnicity																																	
American Indian or Alaskan Native	0	0	0	0									0							69	4	32	42	22	535								
Asian	1	0	0	1									2							347	20	42	25	13	542								
Black or African American	0	0	0	0									1							931	5	34	34	27	534								
Hispanic or Latino	2	0	0	2									3							1,329	4	33	34	29	533								
Native Hawaiian or Pacific Islander	0	0	0	0									0							0													
White (non-Hispanic)	92	0	0	92	10	11	38	41	32	35	12	13	540	167	9	46	35	10	540	8,083	14	46	29	11	541								
No Primary Race/Ethnicity Reported	0	0	0	0									0							12	0	17	17	67	516								
LEP Status																																	
Currently receiving LEP services	0	0	0	0									0							536	0	12	32	56	524								
Former LEP student - monitoring year 1	0	0	0	0									0							201	4	40	37	19	536								
Former LEP student - monitoring year 2	0	0	0	0									0							128	9	45	34	13	540								
All Other Students	95	0	0	95	11	12	38	40	34	36	12	13	540	173	9	45	35	11	540	10,596	13	44	30	13	540								
IEP																																	
Students with an IEP	13	0	0	13	0	0	2	15	8	62	3	23	531	31	3	19	55	23	531	2,242	2	29	37	41	529								
All Other Students	82	0	0	82	11	13	36	44	26	32	9	11	541	142	11	50	31	8	541	9,129	14	48	28	9	542								
SES																																	
Economically Disadvantaged Students	18	0	0	18	0	0	4	22	12	67	2	11	534	39	3	33	54	10	535	4,355	5	35	35	25	535								
All Other Students	77	0	0	77	11	14	34	44	22	29	10	13	541	134	11	48	30	11	541	7,016	16	48	27	9	542								
Migrant																																	
Migrant Students	0	0	0	0									0							0													
All Other Students	95	0	0	95	11	12	38	40	34	36	12	13	540	173	9	45	35	11	540	11,371	12	43	30	15	539								
Title I																																	
Students Receiving Title I Services	4	0	0	4									22	0	41	41	18	18	535	3,344	5	34	35	27	534								
All Other Students	91	0	0	91	11	12	37	41	32	35	11	12	540	151	11	45	34	10	540	8,027	15	47	28	10	542								
504 Plan																																	
Students with a 504 Plan	0	0	0	0									0							26	12	42	31	15	539								
All Other Students	95	0	0	95	11	12	38	40	34	36	12	13	540	173	9	45	35	11	540	11,345	12	43	30	15	539								

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



Questions and Answers

Questions About the Disaggregated Content
Area Results Page?



School/District Summary Report (25)

- Separate row for each grade level tested
- Provides details about student achievement by content area

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Fall 2005 NECAP Tests School Summary 2005-2006 Students

School:
District:
State:
Code:

Reading	Enrolled		NT Approved	NT Other	Tested	Achievement Level										Mean Scaled Score
	N		N	N		Level 4		Level 3		Level 2		Level 1				
	N	%	N	%		N	%	N	%	N	%	N	%			
	39	0	1		38	0	0	6	16	9	24	23	61			
Beginning of Grade 3	3	0	0		3											
Beginning of Grade 4	6	0	1		5											
Beginning of Grade 5	8	0	0		8											
Beginning of Grade 6	7	0	0		7											
Beginning of Grade 7	5	0	0		5											
Beginning of Grade 8	10	0	0		10	0	0	0	6	60	4	40		825		

Mathematics	Enrolled		NT Approved	NT Other	Tested	Achievement Level										Mean Scaled Score
	N		N	N		Level 4		Level 3		Level 2		Level 1				
	N	%	N	%		N	%	N	%	N	%	N	%			
	39	0	4		35	0	0	3	9	2	6	30	86			
Beginning of Grade 3	3	0	0		3											
Beginning of Grade 4	6	0	1		5											
Beginning of Grade 5	8	0	0		8											
Beginning of Grade 6	7	0	2		5											
Beginning of Grade 7	5	0	0		5											
Beginning of Grade 8	10	0	1		9											

Writing	Enrolled		NT Approved	NT Other	Tested	Achievement Level										Mean Scaled Score
	N		N	N		Level 4		Level 3		Level 2		Level 1				
	N	%	N	%		N	%	N	%	N	%	N	%			
	18	0	3		15	0	0	0	0	0	0	15	100			
Beginning of Grade 5	8	0	1		7											
Beginning of Grade 8	10	0	2		8											

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Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient



Questions and Answers

Questions About the School/District Summary Report?

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Supporting Materials

<http://www.state.vt.us/educ/>

- *Guide to Using the 2005 NECAP Reports* and companion PowerPoint
- Grade Level Expectations
- Test Specifications documents
- Released Items documents
- *Preparing Students for NECAP: Tips for Teachers to Share with Students*
- Technical Report

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Contact Information

Measured Progress Service Center: 1-877-632-7774

Gail Taylor Division Director Phone: (802) 828-5158 E-Mail: gailtaylor@education.state.vt.us	Michael Hock Assessment Director Phone: (802) 828-3115 E-Mail: michaelhock@education.state.vt.us
Mary-Ann Minardo Assessment Consultant Phone: (802) 828-5410 E-Mail: maryannminardo@education.state.vt.us	Rose Wheeler Administrative Assistant Phone: (802) 828-3114 E-Mail: rosewheeler@education.state.vt.us
Marty Gephart Writing Assessment Coordinator Phone: (802) 828-1462 E-Mail: martygephart@education.state.vt.us	Lindy Johnson Reading Assessment Coordinator Phone: (802) 828-6562 E-Mail: lindyjohnson@education.state.vt.us
Lisa Lovelette Mathematics Assessment Coordinator Phone: (802) 828-0211 E-Mail: lisalovelette@education.state.vt.us	Stephen Magill Data Management Director Phone: (802) 828-6565 E-Mail: stephenmagill@education.state.vt.us
Cindy Moran Alternate Assessment Coordinator Phone: (802) 828-0646 E-Mail: cindymoran@education.state.vt.us	Greg Wylde Alternate Assessment Coordinator Phone: (802) 828-1338 E-Mail: gregwylde@education.state.vt.us
Jim McCobb ESL/Refugee Coordinator Phone: (802) 828-1338 E-Mail: jimmccobb@education.state.vt.us	Standards and Assessments Division General Number (802) 828-2756

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